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## CHILDREN IN WAR TIME

by

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Obviously, the successful prosecution of the war effort is dependent primarily on continued military victories. Of equal importance is the maintenance of the security, protection and morals of the families at home. Our children are as much a concern of our Government in this emergency as are the soldiers and sailors and the defense industrial workers who carry on the war directly. It may be said that nowhere in the world have children held the place of prime importance in the scheme of living and in the plans and considerations of parents, educators, physicians and agencies interested in individual or group programs as in the United States. Nowhere, has there been as intensive and far reaching a plan for the provision of physical and mental health and development of their children as in these United States.

Three questions naturally and immediately present themselves in a consideration of the behavior of children in war time. First; How would one expect children to experience war and what is happening to them in war time? Second: How does this behavior relate to our previous knowledge of the emotional maturity of the child? Third: How can we utilize these combined experiences of previous knowledge and present war experiences to safeguard the emotional health of the child?

In answering the first question one may state that years of research and study of the problems of childhood have provided us with a wealth of knowledge concerning the child's reactions to the stress and strains of his environment under almost every possible condition except that of total war. We do know that children react to any fearful situation according to their age and their state of security. This security is

dependent not only on earlier experiences in life, but also on the emotional stability of the parents. It was expected that most of those children already disturbed would show an even greater disturbance under the impact of war and that they would return to old ways of behavior or show exaggeration of present difficulties; also that children seemingly symptomless after an earlier unhappy experience might feel threatened again if the circumstances were similar. It was expected also that emotionally healthy and well adjusted children would take the war scares easily and adapt themselves to any new events. However, it is not possible to predict the effect of a sudden upsetting event in the real world of the child, whether he be disturbed or not. It is not possible to assume that well adjusted children may have no bad effects from such a loss as the departure of the father, for example. The child may recover quickly from one shock or grief under the benign influence of reassuring adults, whereas repeated experiences that bring anxiety may have cumulative effect and may affect his character permanently. Parents, teachers, physicians and group leaders need to be constantly on the alert for distress signals as war conditions increase the danger and threat to the security of our children.

War means insecurity. It may reactivate an old anxiety, it may bring about an actual change in the child's environment; or it may mean simply a transmission to the child of the parent's anxiety and insecurity. These expectations and predictions based on previous study and research have been found to be true in the brief notices we have been able to gather of the experiences of children in Spain, Finland and Russia; in the more detailed reports of the behavior of English children; and in the experiences of children in the United States. Mira's<sup>1</sup> experiences in the Spanish War and his remarks minimizing the effect of war on the Spanish children certainly is not confirmed by the reports from other war torn countries nor does it check with the interpretation of a collection of 60 drawings by Spanish children during the war.<sup>2</sup> In Finland, Brander<sup>3</sup> clearly summarized the effects of war conditions on children. He contrasted the effect of voluntary and compulsory evacuations; the effects of air raids, with and without bombing and described the occasional stupor, "sham death", and other regressive phenomena of the children. Information from Russia has been meagre, and has come from the Soviet Embassy. We are led to believe that the Russian children have taken a more personal role in

1. Mira, E. Psychiatric Experiences in Spanish War. *British Medical Journal* I, 1217-1220, 1939
2. They Still Draw Pictures. A collection of 60 drawings made by Spanish Children during the war. Introduction by Aldous Huxley. New York, 1938
3. Brander, T. *Kinderpsychiatrische Beobachtungen Wahrend des Krieges in Finnland, 1939-1940.* Z. *Kinderspsychiat.* 7:177 187, 1941

the war than the children of other war countries, that young boys entered the ranks of guerrilla fighters and many participated in offensive as well as defensive actions. A large number of school children are engaged in agricultural work. There is further information concerning nursery schools for children of Moscow factory workers.

The reports concerning the English children's reactions to war have been more detailed. In fiction, letters, official reports and auto-biographic sketches one finds a clear exposition of the problems of evacuation, reception and care of the million children removed from London in 1939. One of the most detailed reports was that of the Children's Bureau.<sup>4</sup> In summarizing the English literature concerning the evacuation of the London children, the impression is gained that if the British had to do it over again there might not be any evacuation. While the findings are conflicting most authors agreed that the effects of evacuation were worse than those of bombing. The main source of difficulty was the separation of the children from their parents. This state of affairs led in turn to a more thorough and intensive study of the care of children. One of the most interesting and productive developments has been the Hampstead Nurseries<sup>5</sup>, maintained by the Foster Parents' Plan for War Children, Inc., and run by Miss Anna Freud, Mrs. Dorothy Burlingham and their associates. They distribute an informative monthly report of their activities.

In the United States, children have not experienced the direct impact of war as have the children of European and Asiatic Countries. There have been false air raids on the coasts, air raid drills, external symbols of war, anxious atmospheres of anticipation, changes in school, home and play organization due to mobilization of men for armed services and the introduction of women into defense industries. In one of the most detailed studies of United States children to war time activity Despert<sup>6</sup> noted that in every case where anxiety in relation to the war was reported or observed, the child had previously presented an anxiety problem. The manifestations of anxiety were stated to be: clinging to mother, repetitive questioning, increased activity, irritability and motor restlessness, nightmares and vomiting. The younger children were not affected since their intellectual insight into war conditions was limited. The anxious child was insecure in his relation to one or both parents. The secure child had confidence in his parents' love and their ability to deal with danger. The aggressive child was able

4. Eliot, Martha M. Civil Defense Measures for the Protection of Children. Published by Children's Bureau, U. S. Department of Labor, Publication No. 279, 1942.

5. Freud, Anna and Burlingham, Dorothy. Monthly reports on Hampstead Nurseries. Released by Foster Parents Plan for War Children, Inc. New York, 1942-1943.

6. Despert, J. Louise. Preliminary Report on Children's Reactions to the War. Josiah Macy, Jr. Foundation, New York. 1942

to discharge anxiety tensions more effectively than the child who showed compulsive tendencies.

The first question may be answered by stating that the cumulative data of the experiences of children in wartime confirm the previous predictions based upon knowledge of the emotional development of the child; that the actual experiences of children depend not only upon the direct impact of war, but upon their age and their state of security and that there has been no "new" behavior in a qualitative sense, but that the many factors coincident with war have provoked quantitative changes in behavior.

This takes us to the second question, namely, How does the aforenoted behavior of children in war time relate to our previous knowledge of the emotional maturity of the child? A recent report from the Chicago Institute of Psychoanalysis<sup>7</sup> reviews very succinctly the essential steps in the emotional maturity of the child.

The aim of every child is to satisfy its impulses and to master its environment. In this he is helped or hindered by his constitutional endowment, his family and their attitudes and the cultural group in which he is born. The aim of those around him is to make him an effective social being. At birth, the child is not socially adapted, being ruled principally by his instinctual needs of hunger, love and aggression. Obviously, between the goal of the child and the goal of society there is a difficult road of learning. The child is aided in his development by his inherent powers of adaption, his tendency to identify himself with adults who love him and to conform what is expected of him. With the help of his parents he learns to control his bodily functions, he gives up aggressive impulses in favor of living in a friendly manner with his fellows, learns to enjoy making things rather than destroying them, he develops modesty, sympathy, kindness and a desire to be useful. Along this difficult road of learning there are also many interferences. Chief among these is anxiety which originates in the infant's physical inability to satisfy his own needs and his inability to comprehend why these needs are not taken care of by those around him. The baby cannot secure his own food; his mother must supply this need. Separation from the mother, therefore, becomes the primary anxiety of the child. Because of his helplessness without the mother, he expands this anxiety to include any unknown situations. Later, when the mother starts to train him, he develops a fear of punishment. The fact that these anxieties show themselves just in the early years does not mean they are ended with childhood. Later in childhood, his fear relates to anything which may reactivate certain aggressive im-

7. *Growing Up in a World at War*. Institute for Psychoanalysis, Chicago, 1942.

pulses which he is attempting to master and at adolescence his anxieties are increased considerably. In fact, the child continues to deal with his fear throughout his years of immaturity and even later if he has not succeeded in mastering them.

We know that war fears are dependent upon the age of the child and his state of security. We know, too, that anxiety may be mobilized in young children by separation from the mother; in older children by the destruction and aggression of war time, in adolescents by the threat to their immediate futures. We know that adolescence is a difficult period in normal time, that it constitutes one of the most critical threats to the stability of the personality structure in our life course. We are aware that normally it is a period of change, of adaptation and of many incomprehensible contradictions. When we superimpose on this existing difficult period, the stresses of war and realize that the fears of the adolescent relate to his future in school, his career, his marriage, it is not strange nor unexpected to find many adolescents resentful, perplexed, anxious, and hostile. Fortunately, all of us, from early childhood on are capable of defending ourselves from anxiety. Most of these defenses operate without our conscious awareness. Some are useful, others may defend us from anxiety, but in turn create their own problems. One of the most common defenses is that of talking and asking about the war. Another is bragging about the efficiency of our forces and identifying oneself with military figures. A third consists of depreciation of the enemy in jokes, nonsense rhymes, cartoons. A fourth means of defense is that of activity, in playing war games. Other means of defense include denial of danger, excessive and compulsive conformity, regressive behavior of thumbsucking, and enuresis, increased aggression, and delinquency.

Thus the second question may be answered by stating that the behavior of children in war time is intelligible and understandable only when it is related to the normal emotional development of children.

The third question concerns the use we may make of this knowledge to safeguard the emotional health of the child. As parents and educators we should prepare ourselves to face whatever may come. It is necessary for us to understand that anxiety is natural and may be useful; that it is necessary for us to be honest with children, to be a realistic as is compatible with their understanding, that is to call things by their right names. It is important for us to be aware that children differ from one another, and that fear is not cowardice.

There are special instructions to safeguard the emotional health of children of various ages.

The young child is the most helpless and dependent, and needs the

personal comfort of the parent, particularly the mother. If instructions are given, they should be given in simple terms. He should be allowed to express his fears naturally. Above all, he should receive the love, attention, and security he needs so much from his parents.

The grade school child may expend his energies and much of his anxiety in group activity. He should be allowed to participate in certain defense activities, in junior air raid warden work, in Red Cross and school armies. His interest should be maintained by his parents. He, too, needs the attention and security of the parents.

The adolescent should be allowed to talk freely about what is important to him. We should encourage and respect his idealism and his striving for independence. We must help him approach and solve realistically the problems of school, job, and marriage. We must constantly be aware of the personal as well as the social aspects of the dilemma of the adolescent. While he should be engaged in activity, it is important that the work must have direct bearing on his future career or must relate to the active prosecution of the war. Mere activity is not enough.

In conclusion it should be emphasized that the behavior of children in war time may give us a greater and more penetrating insight into the casual and modifying factors of human motivation.

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### VISITING TEACHERS IN A DEFENSE PROGRAM

#### VISITING TEACHER STAFF\*

Portland, Oregon

Changes are being wrought in the work of the Visiting Teachers in Portland. They spring from changes in the lives of children since Kaiser's Liberty Ships have made Portland one of the largest ship building centers in the country.

Before Pearl Harbor, Portland was a home-owning city, finding its recreation within its homes. It numbered approximately 306,000. By the train load, Kaiser imported workers and their families from New York and all points across the country. By October, 1942, there was an estimated population of 425,000, which continues to increase. Men, women and children in their teens go to work on "The Day Shift", on "The Swing", on "The Graveyard" as war industries hum night and day. They can find commercial entertainment at all hours. The curfew rings no more!

As the city throbs with increasing activity, its public schools reflect the acceleration. The elementary school population has increased approximately twenty per cent in one year. Sufficient space being

\*Staff: Grace Brubaker, Gladys Dobson, July Hoffman, Alice Martin, Ruby Nutting.

unavailable, children come to some schools in three shifts. Those in seventh and eighth grades come on the old schedule—from 9:00 to 3:30; half of the children in the first six grades come for the early shift from 8:00 to 12:30, and the others from 12:30 to 5:00. One teacher after another has been added from week to week. This means that groups of children have been divided and subdivided and passed from one teacher to another.

Johnny stayed out of school for ten days because the size of the building, the numbers of teachers he had to meet, the strangeness and the numbers of children provoked inarticulate terror. Johnny was lost in the subdivisions until his parents discovered his truancy. They could not understand his stubborn unwillingness to return to school. The Visiting Teacher was called upon to arrange means to determine his proper grade placement and to give the individualized attention for which the teachers had no time. This boy is one of many newcomers, whose problems of adjustment to a defense area are making demands upon the time of the Visiting Teacher.

There is an approximate increase of fifty per cent in the number of children referred for case work service from schools in which Visiting Teachers are regularly assigned. Other schools, not regularly given service because of staff limitation, are also requesting it daily. This is due to the necessity for teachers to limit their efforts to classroom procedure. Therefore, they refer to the Visiting Teacher those situations which formerly they would have handled.

Teachers and principals are often not the only ones who are making referrals. Pressure of the times forces more parents to recognize need for help. They call the Child Guidance Clinic directly for the services of the psychiatrist as well as for those of the Visiting Teacher.

To make arrangements for this service, Visiting Teachers must call at the homes when it is possible to confer with one or both parents. This means that some calls will be made by 8:00 o'clock in the morning and others late in the evening. It means that fewer parents can come to the office for conferences.

In other instances, when one or both parents are working at night, it is possible for the father as well as the mother to be consulted during daylight hours. Another advantage of the father being at home during the day is that it makes it possible for him to associate more closely with his child at home and in recreational pursuits. Thus industry's 24 hour working day has brought both assets and liabilities.

The mother of a family may find her time completely occupied by the necessity for getting her husband off to work on one of the night "shifts" and getting the children off to school at different day

"shifts". In many homes each parent has a job and some children are forced to manage their own meals, their own school attendance and their own recreation. This responsibility has been the making of some children. Too often however, it has resulted in emotional strain. In one kindergarten a little girl was noticed because her arms were scratched and bruised. They were evidences of her sister's disciplining. The little one was left alone all morning. At noon her nine year old sister came home, prepared lunch, and took the little one to kindergarten.

There are homes that still are being maintained much the same as before the "defense era". Yet the children in these homes are not entirely free from disturbances due to the times. They reflect the fears and anxieties of war. There seems to be no fear of bombs or direct attack. The fears are for separation from fathers, brothers and friends who go into the armed forces. There is also the uncertainty for the future of boys almost old enough to go into service. The help of the Visiting Teacher was enlisted for a fourth grade boy who reverted to thumb sucking, refusal to attend school, and fear of older boys immediately after his father was inducted.

There are homes where teen-age brothers and sisters have quit school and enjoy the freedom that goes with disproportionately large independent incomes and unrestricted hours. Many sixteen year old high school children on their first jobs are paid \$52.00 a week, the lowest shipyard laborer's wage. Next-younger brothers (and sisters) long for similar freedom and work opportunities. With relaxed individual supervision at school and at home, these younger ones become truant. They seek sophisticated forms of amusement. They falsify birth records and obtain jobs for which they are not fitted.

The Visiting Teachers find serious anxieties developing in children whose stability is not quite equal to the strain. This general unrest which surrounds everyone is resulting not only in more problems but in problems of graver nature, requiring more intensive treatment. These so monopolize the time that Visiting Teachers can offer few minor services and almost no preventive work.

Since everyone's time is so limited and since there are now more serious problems, diagnoses and plans of treatment must be more quickly available. To that end, techniques must be streamlined. Histories must be more briefly and compactly presented. Approaches must be more direct. There is less time for extended work with parents—treatment must focus upon the child. Dangers in this streamlining are all too obvious, but to continue at the pace of yesterday is impossible.

Other agencies are feeling similar needs for streamlining. Staffs

of most agencies have not been increased in proportion to need. Attendance officers find their loads increased in number and the majority of their cases signify deep maladjustment. The Juvenile Court likewise has a limited staff that is called upon to handle an extraordinary load. At a time when the demand for boarding homes has tremendously increased, there are very few boarding homes available. Recreation centers are not adequate. Additional space, equipment, supervision, and availability at earlier and later hours are primary needs. School nurses and doctors have time for only a small proportion of the work needed. Free or low cost medical care has not been made available to families who have experienced sudden increase in income. Portland is particularly handicapped by not having a private family agency. Formerly, many family problems were resolved through the efforts of the public agencies giving financial assistance. Now, that families have more adequate incomes, with few exceptions, they are no longer eligible for the case work services of the public agencies. Many families and schools are now turning to the Visiting Teachers for help with family problems. Recognition that other agencies have lessened facilities limits referrals to them by Visiting Teachers.

The pressures thus created are forcing new efforts to expand community resources. Efforts are being made by some agencies to provide after school care and recreational programs. Federal approval has been given for the establishment and subsidy of thirty emergency nursery schools under the supervision of the public schools. It has been indicated that case work services for these schools will be under the Visiting Teacher Department and staff will be considerably augmented to carry this added responsibility. Application has also been made by the school district for Federal funds to add Visiting Teachers to the regular staff. They will be assigned to the congested defense areas.

Only by extensive interpretation and intelligent streamlining of all services can the changes be met. The increased population, the increased work opportunities and attendant changes in home, school and community life are creating tremendous pressures. At the same time that the Visiting Teacher tries to alleviate these pressures by streamlining her program and techniques, she must strive to gain perspective. Now more than ever before, attention needs to be directed to careful selection of well-trained staff, rethinking of function, choice of cases and character of service given—first things must come first, without too much loss of quality of work in the effort to care for quantity. This perspective is essential for directing developments of Visiting Teacher work into constructive channels for the future.

## **PLANS FOR CITY-WIDE CHILD CARE PROGRAM IN GARY**

by

**MARK ROSER**

**Director of Child Welfare of City Schools, Gary Indiana**

Gary is the world's largest steel producing community. It is absolutely imperative that labor is sufficient to keep these industries going. It is realized, however, that with the induction of a large number of mothers with children into factories, the community must provide some adequate care for these children of working parents in order to prevent a breakdown of the social controls operating on children. Every community has experienced to some extent an increase of delinquency because of the war. Unless this condition is controlled, it will result in reducing the efficiency of industry and burdening the children with problems which will be detrimental to their social and mental health for years to come.

Gary has been informed by the U. S. Employment Agency that in 1943 over 40% of all women between the ages of 15 and 45 must be working in one of the local war industries. As a result of this condition, it is estimated that between 7,000 and 8,000 children under the age of 14 will be in need of some kind of supervision during the day.

Aware of this need, representatives of social agencies, the Public Welfare Department, the school, the League of Women Voters, and the American Association of University Women have joined together to draw up plans for this necessary child care. A coordinating agency, the City Child Care Committee, which is also part of the Office of Civilian Defense, has been working on this problem for some months and has served as a common meeting ground for all interested groups to formulate a plan for the entire city.

The present child care plan is a result of these discussions and studies of the different areas in the city. The school board has applied through the Federal Works Agency for Lanham Funds, with which it is proposed to set up ten nursery schools, to extend the school day, and to provide additional services for children needing individual attention. The Child Care Committee has also organized training courses for volunteers in nursery school work, and for child care. If the Lanham Funds are made available it will provide for supervised play and handicraft activities for some 12,000 children in the city schools until nine at night. A small fee will be charged for these activities. The Nursery School Program will take care of some 300 children under the age of five from seven in the morning until six in the evening. Parents will pay for the cost of food, which will average about 50 cents a day. In all instances, preference will be

given to parents who are working in war industries.

Through the social agencies and the school, a system of family counselling is being arranged to help parents plan for the care of their children, and also to certify to the employing agency that the mothers have arranged proper care for their children. In case of need, tentative plans call for working out with industry a scheme to provide day shift work only for mothers, and in an emergency a divided day shift, so that the mothers can be home part of the day and work part of the time.

The Gary plan is a coordinating one calling for the cooperation of social agencies, schools, industry and all organizations interested in furthering the war effort and the social health of the community.

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## CASE WORK THINKING IN THE PUBLIC SCHOOLS

by

MARK ROSER

(Latter part of paper)

It is an axiom to case workers that individuals do not function in a social vacuum. Neither do the schools. Case work thinking eventually leads to thinking in terms of larger community relationships, to the whole aspect of community organization. I doubt if there is another social agency which has been called upon for so much community work as have the schools within the last year. Because of a trained staff, its numbers and its social contacts, the schools have been asked to do the job of draft registration, food rationing, etc. Here we see what may be the beginning of a more vital community and social participation of all the schools. The schools have become a vital spot in community morale — the eyes and ears of the home front in protecting children and their families from the anxieties of the war. They are now marshalling their resources to do this job!

Block mother organizations have been hinged around the school organization, with the P.T.A. groups taking the leadership in marshalling the interests and forces of each neighborhood. As a logical development of this work, close cooperation, in both training and planning for this group was immediately sought from the local Department of Public Welfare staff.

The War Department has also called upon the schools for an immediate revamping of their curriculum so that their training facilities will better meet the war demands. This has not only affected high school but also grade school students. Schools are seeking ways to provide useful and wholesome defense activities for each child. These activities incidentally aside from their direct contribution to war work,

provide in no small measure the answer to juvenile delinquency. Marshalling the energies of children in these channels serve to drain off their anxiety about the war which they reflect from their parents, and which unless some safety valve is found is the largest contributing factor to juvenile delinquency.

"And a little child shall lead them" is a present day truth to any one who has observed the enthusiasm and spirit which children participate in worthwhile community projects. No little credit for the success of scrap drives, bond sales, can go to the children who have stimulated the lagging interest of adults in these necessary measures. In Gary the 15,000 "All-Out-Americans" are a real force for influencing public opinion and in getting city-wide plans across. The name of their organization was chosen by them to represent their willingness to go all-out in their efforts to help in preserving freedom and democracy. It is not by accident the number of Juvenile Court hearings in Gary has been decreasing during the past six months.

Recently the local Goodwill Industry put on its annual drive to salvage materials. The AOA's voted to help them, and as a consequence each school room became a forum to discuss the meaning of this agency's work, the part it played in community life, and the methods by which the children could cooperate. Needless to say this year's Goodwill drive was the most successful they have ever experienced.

Such projects are endless. They ranged from making a survey of the average number of can openers each family possesses (which was requested by the National Salvage Committee to determine the quantity of steel which should be released to manufacture these articles) to making kits for soldiers, publicizing the War Chest Drive, writing letters to the soldiers, etc.

I do not believe there is much question, but that schools have moved into the area of case work thinking. Under the pressure of meeting new and ever larger social problems, I believe such growth is going to be stimulated beyond our present imagination. The Lanham Act is bringing home to every Board of Education, the concern with which governmental authorities are viewing child welfare problems. Sound child care programs are the basis on which morale is built. This will not only serve to awaken the interest of all Boards of Education more deeply in child welfare problems, will also give them the resources to set up proper staffs to deal with case work problems in their schools.

We can visualize in the future a more helpful contribution of the school to the community and to parents. Gone will be school isol-

tion from community problems, the teaching function will take on more and more meaning in terms of child welfare. Schools will find an accepted place with all other social agencies dealing effectively with individual and community problems.

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## SERVICES FOR CHILDREN OF WORKING MOTHERS

by

JAMES BRUNOT

Director, Day Care Section, of Defence Health and Welfare Services,  
Washington, D. C.

Communities all over America are faced with the need of expanding wartime services to children of women workers. As more and more men enter the armed forces and other sources of labor supply are exhausted, the proportion of mothers who go to work and the need for the community to provide special facilities and services for their children will increase steadily week by week.

Recent reports from highly industrialized areas indicate that almost all lack child care facilities sufficient to meet the anticipated demand for this service. Many employers are requesting assistance in providing care for children of working mothers because inadequate care causes absenteeism, worries the mother, and reduces her efficiency. Surveys made in many localities present evidence of extreme hazards affecting many children. Labor organizations, womens' clubs, police departments, social agencies, school teachers, mothers who want to participate directly in war work, are reporting daily on the serious need for additional child care facilities in their communities and urgently requesting assistance in the solution of their local problem.

Many communities are effectively tackling the problem. Their experience plus that of the various State and Federal agencies which have long been concerned with the health, welfare, and education of children suggest a pattern for planning and carrying out a program of community services for the children of working mothers.

This pattern does not necessarily involve establishing any new institutions or agencies. It does involve full use and often extension and expansion of all the resources available to provide safe, healthful and constructive care of these children.

The first essential is community planning. That can be done through a committee representative of all the agencies, groups and individuals concerned with the problem. Such a committee should include representatives of the health, welfare and education departments, private schools, welfare and recreation agencies, the public employment service, labor, the local housing authority or project

management, and mothers themselves.

Integration of the activities of all these groups, agencies, and individuals concerned with the health and welfare of children of working mothers is essential for an effective community program of wartime child care services. None of them can do the job alone; by working together each can do its part better. The function of a planning committee is to help the operating agencies to work as an effective service team.

The best location for this committee is the defense council because it is the center for wartime community planning and because it should represent wide experience and interest. It is in an excellent position to bring together community resources for working out a comprehensive attack on the problem of child care through community-wide action. Its volunteer office can help to supply workers to aid in carrying out the community service plan.

In general the pattern followed for operation is a division of responsibility worked out through such a committee by the departments of education and welfare and the other community groups and agencies joining in the program.

Welfare agencies should help to find foster family homes for day care of young children and provide group programs for children who cannot be cared for at school. Recreation agencies should help meet the need for wholesome after-school and vacation-time activities.

Schools should accept responsibility toward the children of working mothers by extending their day, week, and year, and by including the age group two to six in the educational plan. This means that schools may have to take over early in the morning when the mother goes to work and be responsible for the child's general welfare and holidays, and summer vacations. It does not necessarily involve keeping the child at school all day long. After the regular school period, the extended school service program should permit the child to use the school library, workshops, play grounds or garden, or go from the whereabouts until she gets home in the evening. It means using school facilities during the long working hours, including Saturdays, school to group meetings, baseball games or on various excursions which keep him busy, interested and safe.

Depending on the shifts which the parents work, breakfast or supper as well as a noon meal may be needed at the school.

Extending the school day does not mean extending teachers' day to that of working mothers. Especially trained teachers may be employed to carry on the extended school programs with the help of volunteers.

Many communities will find it possible to develop their programs with facilities and services available through local agencies and financed by fees paid by parents, voluntary contributions, Community Chests, departments of local government and the like. When adequate services for children of working mothers cannot be provided through resources available within the community, there are several State and Federal agencies which may be called on for assistance.

State departments of health, labor, education, and welfare are prepared to furnish information and give advice in the development of child care standards. State departments of education and welfare may be able to assign staff for consultative service to communities in establishing their local programs. These two departments in many States have received grants from the Office of Defense Health and Welfare Services through the Children's Bureau and the Office of Education for the employment of personnel to provide this service. Some State Defense Councils have field consultants who can give valuable assistance to local defense councils in setting up appropriate planning committees.

Communities which have war-caused needs for group services to children may apply to the Federal Works Agency for funds under the Lanham Act.

The Federal Public Housing Authority and the Farm Security Administration can make provisions for care of children of working mothers in connection with their projects.

These and other agencies can offer assistance on various phases of the program. But the most important thing to remember in the operation of any program for the care of children is that the people within a given community are the ones who actually will have to initiate the service.

The community's responsibility in regard to services for children of working mothers extends beyond providing nursery schools, or foster homes, or before and after school supervision — beyond creating specific facilities for special groups of children. It involves too an interpretation of the need and value of these services. Individual counseling and public information services are needed so that responsible mothers can decide how to plan for their children. In this field of creating an awareness on the part of parents of the wartime influences which affect their children, and the community services available to counteract these influences, the school social worker has an important contribution to make toward the care and protection of children in wartime.

## ANNOUNCEMENTS

### Program of AASSW at time of National Conference of Social Work, Cleveland, Ohio

May 25—2:00 p.m.

Speaker: Dr. R. O. Jenkins of Michigan Child Guidance Institute.

Subject: "War Time Increase in Delinquency"

May 25—4:00 p.m.

Speaker: Psychiatrist from Louisville, Kentucky

Subject: "Hostility and Its Treatment in Institutions"

(These meetings are in conjunction with National Committee on Mental Hygiene and the National Training Schools.)

May 26—Luncheon at Women's City Club

(Members only)

Communicate with Mary Nixon, Cleveland Board of Education for further details.

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Please send to Miss Dorothy Woodville, Publication Chairman, 703 Carondelet Street, New Orleans, La., titles of pamphlets, books or articles which can be added to reading list.

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Sara Kerr is newly appointed Regional Chairman for Ohio, Indiana, Illinois, and Michigan.

\* \* \* \* \*

Single Copies of bulletin - 15c

Grace L. Bebb, Hughes High School,  
Cincinnati, Ohio

\* \* \* \* \*

Requests for membership in AASSW—

Miss Marion Pierce

21 Parkway

Philadelphia, Pennsylvania